

Caverna Independent  
Caverna High School  
School Leadership Assessment Report



04/08/2012 - 04/13/2012



# School Leadership Assessment Executive Summary

Caverna High School

Caverna Independent School District

4/8/2012 - 4/13/2012

Brad Phipps, Principal

## Introduction

The Kentucky Department of Education conducted a school leadership assessment of Caverna High School during the period of 4/8/2012 - 4/13/2012. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

## School Deficiencies and Next Steps

1. Deficiency	The principal and school leadership have not ensured that varied, rigorous, and engaging instructional and assessment practices are used in classrooms to meet the needs of all students.
Next Steps	The principal and school leadership should intentionally monitor and provide prescriptive feedback to teachers to ensure effective, research-based and rigorous instructional and assessment practices are routinely used in delivering an aligned curriculum. School leadership should ensure teachers challenge students by using a variety of instructional and assessment strategies to embed higher-order thinking and problem-solving skills to engage students in learning. The principal should ensure all staff defines, models, and expects proficient work from all students. School leadership should ensure teachers provide interventions to address the learning deficiencies of struggling students.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The principal has not ensured a student-centered, challenging and engaging learning environment is provided for all students.

Next Steps	The principal should focus the school community in creating a positive student-centered learning environment. The principal should create a process to ensure accountability for all decisions (i.e., human, time, fiscal and physical) are based on what is best for students. The principal should collaborate with district and school staff in defining and providing creative opportunities and avenues for engaging and challenging all students to higher levels of learning. The collaboration should focus on developing partnerships to expand learning opportunities (e.g., enrichment classes, distance learning, co-op, internships). The principal should encourage staff to build enthusiasm for meeting challenges found within the student population. The principal should provide support to staff in removing barriers to learning.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	The principal has not monitored existing structures and processes to ensure fidelity of implementation to enhance student learning.
Next Steps	The principal should monitor teacher practices to ensure teachers are implementing recommendations from walkthrough observations and guided planning checklist feedback to provide more effective teaching for all students. The principal should monitor all student services (e.g., tutoring, Extended School Services, Pride Time mentoring) to ensure all teachers are implementing these services with fidelity.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The principal and school council has not effectively nor actively engaged all stakeholder groups in collaborative practices that ensure responsibilities of governance are implemented to guarantee high levels of achievement for all students.

Next Steps	The principal and school council should solicit the expertise and experience from staff, community leaders, students and parents in the refinement of the current 30-60-90 day plan that will bring about academic excellence. The principal and school council should establish clear processes and protocols for all collaborative group work to include committees and professional learning communities. The principal and school council should monitor the work of committees and professional learning communities in reviewing and revising the plan. The principal and school council should collaborate to provide rigorous oversight of the implementation of improvement plans, programs and services for impact on student achievement and school improvement.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The principal has not intentionally built leadership capacity in the school.
Next Steps	The principal should lead the advisory council in providing understanding of and leadership in school turnaround and the components of the transformation model. The advisory council should provide positive communication and support for council policies and state statutes. The principal should expand leadership opportunities for teaching and non-teaching staff. The principal should ensure a strong committee structure is in place. The principal should collaborate with district leadership to implement a leadership team that includes teacher leaders to ensure sustainability of continuous school improvement in preparation for the exit of educational recovery staff.
School Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

# Caverna High School

## KDE 2012 School Leadership Assessment Report

### At-a-Glance

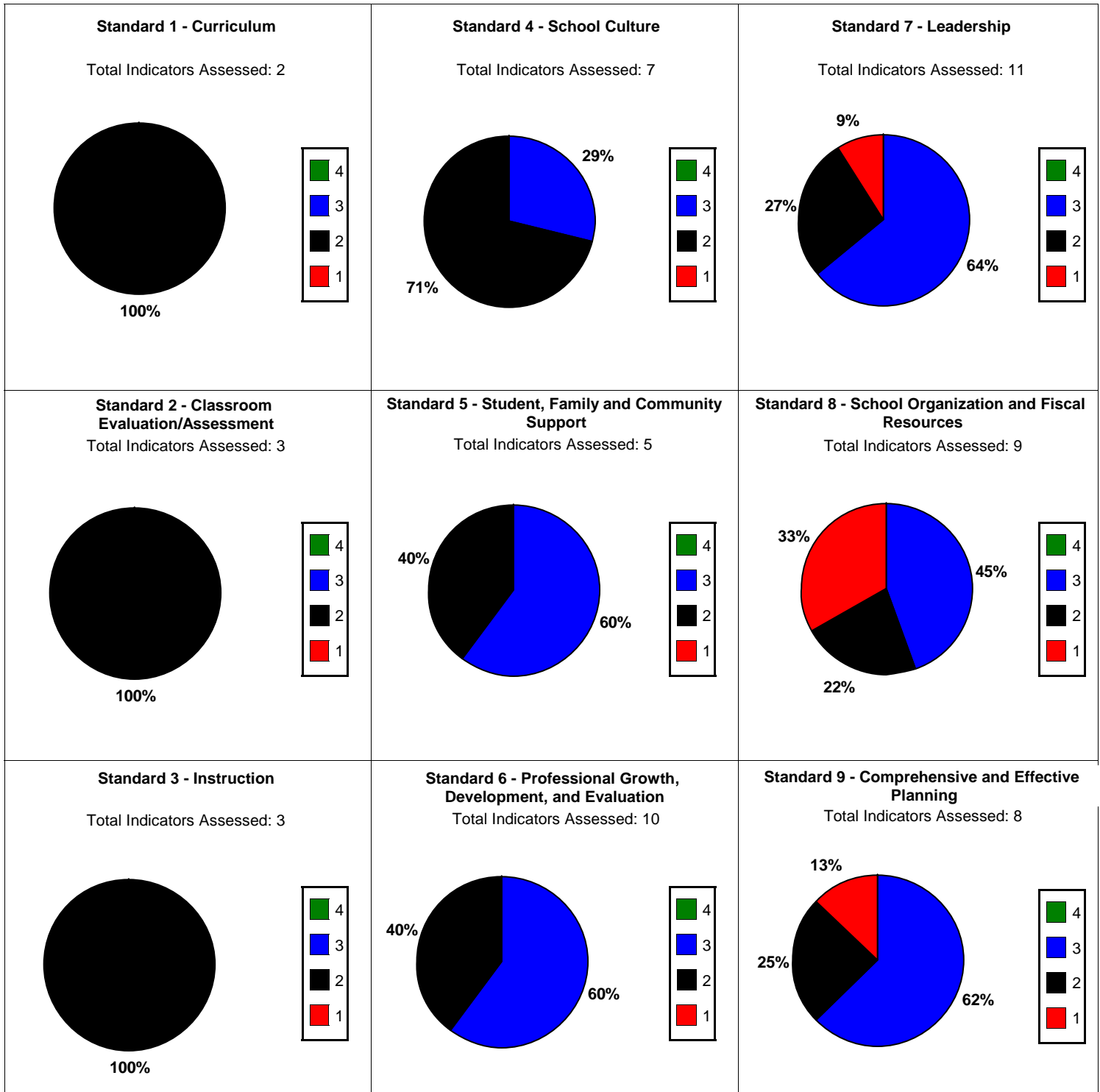
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



# 9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Caverna Independent - Caverna High School

<p><b>Standard - 1 - Academic Performance</b></p> <p><b>Curriculum</b></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p><b>Standard - 4 - Learning Environment</b></p> <p><b>School Culture</b></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><b>Standard - 7 - Efficiency</b></p> <p><b>Leadership</b></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><b>Standard - 2 - Academic Performance</b></p> <p><b>Classroom Evaluation/Assessment</b></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><b>Standard - 5 - Learning Environment</b></p> <p><b>Student, Family and Community Support</b></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p><b>Standard - 8 - Efficiency - School Organization and Fiscal Resources</b></p> <p><b>Organization of the School</b></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><b>Resource Allocation and Integration</b></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><b>Standard - 3 - Academic Performance</b></p> <p><b>Instruction</b></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div data-bbox="73 1585 532 1969"> <p><b>Legend</b></p> <p>Grey - No Assessment Made</p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p> </div>	<p><b>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</b></p> <p><b>Professional Development</b></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><b>Professional Growth and Evaluation</b></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p><b>Standard - 9 - Efficiency - Comprehensive and Effective Planning</b></p> <p><b>Defining the School Vision, Mission, Beliefs</b></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><b>Development of the Profile</b></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><b>Defining Desired Results for Student Learning</b></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><b>Analyzing Instructional and Organizational Effectiveness</b></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><b>Development of the Improvement Plan</b></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p><b>Implementation and Documentation</b></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

## **Focus on Student Academic Performance**

The school leadership assessment report contains many important findings the school should consider. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.

Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.

Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

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**School Leadership Assessment Summary Report**  
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4/8/2012 - 4/13/2012

**Introduction**

The Kentucky Department of Education conducted a school leadership assessment of Caverna High School during the period of 4/8/2012 - 4/13/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (66) and formal interviews and informal discussions with teachers (30), students (102), parents (28), Family Resource/Youth Services Center staff members (1), community members [9], School Based Decision Making Council members [5], central office personnel (5), district classified [7], support staff members (9), (the) assistant principal/s (1), (the) counselor/s (1) and the principal.

The school leadership assessment team utilized the Standards and Indicators for School Improvement, The Missing Piece of the Proficiency Puzzle, classroom observations, stakeholder interviews and a portfolio of school records during this visit. All collected data were considered in the development of the report. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools and districts is addressed in the following pages.

The chairperson of the team was Bill R. Morgan - Higher Education Representative. The other team members were: Margaret K. Dotson - District Administrator, Carol McKee - District Administrator; Margaret Cleveland - Parent; Carolyn Major Sholar - Building Administrator; Carolyn S. Falin - Building Administrator; Jack B. Musgrave - Building Administrator; Sheree W. Thompson - Teacher; Nancy Satterfield - District Administrator; Julia M. Rawlings - Educational Recovery Leader; Carolyn T. Spangler - Educational Recovery Leader.

## **Academic Performance**

The following Academic Performance Standards address curriculum, classroom evaluation/assessment and instruction.

- Standard 1:** The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2:** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3:** The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

## **Learning Environment**

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5:** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6:** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.



## Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

**Standard 7:** School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

**Standard 8:** The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

**Standard 9:** The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

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Summary Findings in: **Academic Performance**

**Standard 1**                      **Curriculum**

**Findings For This Standard Are Based On:**

Review of classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, faculty meeting agenda, individual professional growth plans, lesson plans/units of study, master school schedule, samples of classroom assessments, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, Kentucky Interim Performance Report, No Child Left Behind Report and Professional Learning Community Agenda and Minutes

Interviews with assistant superintendent(s), classified staff, district leadership, principal, students and teachers

Observations of classrooms, common areas and hallways

**Performance Rating    2**

- 1.1d    There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

The principal has initiated discussions among the elementary and the middle school principals regarding the need to eliminate gaps or overlaps in the curriculum, but the process is not systematic. The principal and district level administration conducted a two day professional development wherein all teachers, kindergarten through twelfth grade, engaged in conversations and worked toward aligning the curriculum. The English-language arts curriculum is aligned kindergarten through twelfth grade, and the math curriculum is aligned kindergarten through eighth grade. The principal has ensured that math teachers within the school have reviewed and correlated the curriculum between Kentucky Core Academic Standards and Quality Core standards. The alignment of the math curriculum at the high school is ongoing and will be completed by the end of May 2012. The teachers have deconstructed the standards, created "I can" statements and developed unit plans in English-language arts and mathematics.

- 1.1f    There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.

School council has a Curriculum Policy that states the school leadership team and assessment committee shall report recommendations that include an

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Summary Findings in: **Academic Performance**

**Standard 1**                      **Curriculum**

**Performance Rating    2**

aligned curriculum with state standards in August of each year to the school council. School council requires that subsequent amendments to the curriculum be brought to the school council for approval, and any curriculum issues are to be referred to the curriculum committee for discussion; however, the curriculum committee is not fully functioning. The curriculum policy includes a generalized monitoring process; however, the principal has not ensured that a fully aligned curriculum has been completed and implemented in all core areas

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**Standard 1**      **Curriculum**

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Summary of recommendations in: **Academic Performance**

**Standard 1**      **Curriculum**

The principal should continue with a laser focus in the development of an aligned rigorous curriculum in all content areas at all grade levels. Curriculum maps should be developed by stakeholders (e.g., district leadership, school leadership, school certified staff) to intentionally address transition points and eliminate unnecessary overlaps and close gaps.

The principal should develop a formal process and protocol to review and revise the curriculum regularly. The principal should develop a systematic process with procedures to monitor the delivery of curriculum to ensure consistency and intended impact on student achievement. Data from this process should be used to inform decision making regarding curricular issues.

Resources:

Jacobs, H. H. (2004). Getting Results with Curriculum Mapping. Alexandria, VA: Association for Supervision and Curriculum Development.

SISI Toolkit Standard 1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). [http://www.education.ky.gov/SISI\\_Toolkit/Standard%201/Standard%201%20By%20Standards.htm](http://www.education.ky.gov/SISI_Toolkit/Standard%201/Standard%201%20By%20Standards.htm)

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Summary Findings in: **Academic Performance**

**Standard 2**                      **Classroom Evaluation/Assessment**

**Findings For This Standard Are Based On:**

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, committee rosters, curriculum documents, curriculum maps, individual professional growth plans, lesson plans/units of study, master school schedule, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, School Report Card data, Student Performance Level Descriptors, student work, Kentucky Interim Performance Report, No Child Left Behind Report, Professional Learning Community Agenda and Minutes and Teaching Empowering Leading and Learning Survey

Interviews with central office staff, classified staff, counselor, curriculum resource specialist, district leadership, parents, students and teachers

Observations of cafeteria, classrooms, common areas, computer lab, hallways and media center

**Performance Rating    2**

- 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.

The principal or a member of the educational recovery staff meets with each teacher individually during weekly-guided planning sessions to ensure most classroom assessments are aligned with Kentucky Core Academic Standards and Kentucky Core Content for Assessment 4.1. The principal or educational recovery staff review teacher-designed assessments during these sessions and provide written and verbal feedback to teachers using the Guided Planning Protocol Checklist. The checklist includes assessment components regarding the alignment of assessment tasks to state standards and ACT-like questions. Many teachers use questions from the Quality Core formative item pool as summative assessments. The school council adopted an Assessment Policy on October 11, 2011, which requires teachers to give at least three summative assessments and formative assessments per nine weeks to determine student progress. The principal and educational recovery staff focus on the inclusion of rigor, relevance and authenticity on classroom assessments during guided planning sessions and walkthrough observations. However, school leadership has not ensured that teachers follow through with using recommended research-based strategies in developing and administering rigorous assessment tasks that challenge students to use higher-level thinking skills to produce proficient work.

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**Standard 2**                      **Classroom Evaluation/Assessment**

**Performance Rating    2**

2.1d    Test scores are used to identify curriculum gaps.

The principal disaggregates and reviews assessment data (e.g., Kentucky Interim Performance Report, No Child Left Behind report, Measures of Academic Progress, PLAN, ACT) with the school council, school staff, the Principal's Community Advisory Council and Principal's Student Advisory Council. These data are used continuously to measure student progress during professional learning communities but are not always intentionally used to identify curriculum gaps or make needed revisions in the curriculum or instructional practices. Assessment data is primarily analyzed to assess individual academic needs of students, identify student deficiencies and determine interventions. The principal has not ensured that curricular alignment modifications are made based on student performance data.

2.1f    Performance standards are clearly communicated, evident in classrooms and observable in student work.

The principal and school leadership has expressed the expectation that teachers provide rubrics and models of proficient work to students prior to administering assessments or assignments. The educational recovery staff reviews test results (e.g., Measures of Academic Progress, ACT, PLAN) on the school data board with individual students regularly to enable them to know how well they have mastered content. School leadership has established a student mentoring program (Pride Time) where teachers meet bi-weekly with students in small groups to discuss academic performance, goals for improving on future assessments and expectations for reaching proficiency. Teachers seldom post performance standards in classrooms for students to view characteristics of quality work (i.e., proficient, distinguished). Few teachers display student work accompanied with rubrics in classrooms or commons areas of the building. School leadership monitors assessment tasks and rubrics for performance-based assessments on the Guided Planning Protocol Checklist. However, student work samples do not always mirror expectations for mastering performance level descriptions.

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Summary Findings in: **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**



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Summary of recommendations in: **Academic Performance**

**Standard 2**      **Classroom Evaluation/Assessment**

The principal and school leadership should develop a follow-up or next step process from guiding planning sessions to monitor classroom assessments to ensure they are rigorous, relevant and authentic. Assessments should require students to use problem-solving and critical- thinking skills at a proficient level. School leadership should provide meaningful feedback to teachers regarding the quality of assessments and monitor to determine if recommendations from feedback have been implemented.

The principal and school leadership should develop and implement a process to ensure multiple forms of analyzed assessment data are used to identify curricular gaps and make modifications and revisions in the curriculum to meet student needs.

The principal and school leadership should develop a process to ensure teachers make students aware of the expectations for proficient work during classroom instruction and mentoring sessions (Pride Time). Samples of quality work accompanied with rubrics should be displayed in classrooms and throughout the building to serve as models of proficiency.

**Resources:**

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2001). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria, VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

**Findings For This Standard Are Based On:**

Review of bulletin boards, exhibits and displays, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, curriculum documents, curriculum maps, individual professional growth plans, lesson plans/units of study, master school schedule, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school Web pages, student handbook, student work, videos of student performances, Professional Learning Community Agenda and Minutes and Teaching Empowering Leading and Learning Survey

Interviews with assistant principal, assistant superintendent(s), parents, principal, school council members, students and teachers

Observations of cafeteria, classrooms, common areas, computer lab, hallways and media center

**Performance Rating    2**

- 3.1a    There is evidence that effective and varied instructional strategies are used in all classrooms.

The school council has adopted Instructional Practices Classroom Instruction policy to guide classroom instruction. The policy requires teachers to use a variety of student-centered and research-based instructional practices that address the various learning styles of students and a commitment to equity and an appreciation of diversity. The principal has ensured teachers have been trained in a variety of research-based instructional strategies (e.g., Thoughtful Education, Mike Rutherford, Rick Stiggins) and some teachers utilize these strategies in their classroom instruction. The principal and leadership team have developed a walkthrough observation instrument to collect data and monitor effective instructional strategies used in classrooms. The leadership team uses the walkthrough data to identify key areas (e.g., beginning activity, learning target, teacher activity, student activity, closing activity) to be monitored. The feedback provided from the walkthrough data does not always ensure teachers plan and use effective and varied instructional practices. The principal and leadership team meet weekly with teachers during guided planning time to ensure unit plans are addressing standards, contain formative and summative assessments, include instructional activities and key vocabulary. The principal and leadership team express the expectation that teachers use a variety of instructional strategies that are research-based (e.g., cooperative learning, higher-order thinking, inquiry, culturally responsive, problem solving). The principal and leadership

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**Standard 3**                      **Instruction**

**Performance Rating    2**

team do not always ensure classroom instruction is rigorous and relevant to engage students or address their learning styles and needs (e.g. whole group, teacher directed, lecture, note taking).

- 3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

The principal and leadership team ensures teachers align their instruction with Kentucky curriculum standards (e.g., ACT Quality Core Standards, Kentucky Core Academic Standards, Kentucky Core Content for Assessment 4.1). The principal, leadership team and Green River Regional Educational Cooperative have provided professional development opportunities (e.g., Quality Core End of Course assessment, Measures of Academic Progress data analysis) to assist teachers in varying instructional strategies and meeting student learning needs and assessment expectations. Teachers sometimes require students to complete learning tasks (e.g., on-demand writing, multiple choice, short answer, constructive response) similar to those on Kentucky Performance Rating for Educational Progress (K-PREP), Quality Core End of Course assessments and Educational Planning and Assessment System (EPAS). Many teachers use ACT-like questions as bellringers and exit slips to provide students with additional practice. Some teachers allow students to work in groups, use hands on activities, and work in computer labs to show mastery of content, but this practice is not consistent from teacher to teacher. Teachers generally include the items from the Quality Core Formative testing bank for their summative assessments. Teachers do not regularly use formative assessments or reflection as tools to inform and modify instructional practices.

- 3.1c Instructional strategies/activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

The school council adopted the State Standards, Technology Utilization and Program Appraisal policy with subheadings (e.g., Technology Utilization, Technology Usage) stating the school will utilize technology policy set forth by the local board and state laws and regulations. The council can request the technology committee make recommendations appraising programs that contribute to increased student performance as measured by the state assessment system. All classrooms are equipped with document cameras, liquid crystal display projectors, and interactive white boards. School

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Summary Findings in: **Academic Performance**

**Standard 3**                      **Instruction**

**Performance Rating    2**

leadership has ensured that the school is equipped with a classroom lab, math lab, open lab, mobile mini lab, Macbooks, Ipods, Ipads, and active voters available to staff. The building is equipped with a wireless network to allow expansion of technology utilization. Several teachers use Edmodo to post class assignments, assign homework, and to post topics for discussion among the students. The principal and school leadership ensure teachers have technology resources available to integrate technology into their instruction (e.g., PowerPoint, graphing calculators, word processing, career and technical education pilot technology program [Worldwide Interactive Network, Inc., WIN]) to extend learning. Some teachers use technology to transfer information (e.g., directions, notes to be copied) rather than to enhance instructional practices to meet the needs of diverse learners. The principal conducts regular walkthroughs for the purpose of monitoring classroom instruction, but the walkthrough instrument does not include lookfors in the use of technology. Many teachers do not maximize the use of technology to advance student learning.

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**Standard 3**            **Instruction**

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Summary of recommendations in: **Academic Performance**

**Standard 3**      **Instruction**

The principal should extend the systematic process in place to ensure that all teachers are using rigorous, effective, varied and research-based instructional practices (e.g., differentiated instruction, hands-on activities, literature circles, simulation, modeling) to meet student learning needs.

The principal should continue to monitor unit and lesson plans through frequent walkthrough observations and provide meaningful feedback to guide teachers in effective instructional practices.

The principal should ensure that teachers are using technology as an integral part of instruction in all classrooms. Students should be given multiple opportunities to use technological resources for creating products, presenting information and expanding their learning beyond the school setting.

Resources:

Differentiation, RTI, and Achievement: How They Work Together by Carolyn Coil (Aug 1, 2009)

Solving the Assessment Puzzle Piece by Piece - Revised Edition by Carolyn Coil and Dodie Merritt (Jan 1, 2011)

Reading for Academic Success, Grades 2-6: Differentiated Strategies for Struggling, Average, and Advanced Readers by Richard W. Strong, Harvey F. Silver and Matthew J. Perini (Aug 28, 2007)

Math Tools, Grades 3-12: 64 Ways to Differentiate Instruction and Increase Student Engagement Dec 13, 2007  
Harvey F. Silver, John R. Brunsting, and Terry Walsh

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Summary Findings in: **Learning Environment**

**Standard 4**                      **School Culture**

**Findings For This Standard Are Based On:**

Review of attendance records, brochures, pamphlets, bulletin boards, exhibits and displays, classroom displays, committee rosters, examples of school to home communications, fire marshal reports, list of co-curricular offerings, master school schedule, newspaper clippings/press releases, samples of classroom assessments, samples of student work products, samples of written correspondence to staff/stakeholders, school calendar with motivational and celebratory events, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school visitors register, school Web pages, school/district safety plan, staff extra-duty schedule, student discipline reports, student handbook, trophy cases, No Child Left Behind Report and Teaching Empowering Leading and Learning Survey

Interviews with assistant principal, central office staff, community members, counselor, parents, principal, school council members, students and teachers

Observations of cafeteria, classrooms, common areas, computer lab, hallways and media center

**Performance Rating    3**

- 4.1i    Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

The principal and school council developed and adopted a communication plan defining roles, responsibilities and timelines for dissemination of information. The principal produces the Colonel Connection weekly and distributes it via email to staff, parents and the community. The principal includes recognitions and information in daily school announcements. The School Administrative Manager submits regular articles to the local media highlighting student achievements. School leadership regularly updates the school Web site and includes information (e.g., school report card, student handbook, school council policies) for stakeholders. The principal monitors parent-teacher contact logs for regular communication including use of positive post cards. The principal initiates occasional two-way communication with stakeholders through the Principal's Student Advisory Council, Principal's Community Advisory Council and community meetings (e.g., Rotary Club, Chamber of Commerce, local churches).

- 4.1j    There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

The principal ensures school leadership and staff regularly celebrate student

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**Standard 4**                      **School Culture**

**Performance Rating    3**

achievement. School leadership displays pictures and posters of students that have achieved proficient or distinguished benchmarks on Kentucky Core Content Tests, students achieving ACT College and Career readiness standards and students showing improvement in reading and math. The principal rewards students meeting attendance, behavior and academic success with lunch at a community restaurant. School leadership provides Purple Pride incentive t-shirts to encourage positive behavior. The principal promotes student achievement recognition using a variety of venues (e.g., board meetings, local newspapers, school marquee, Rotary meetings, Colonel Connection, Web site).



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**Standard 4**                      **School Culture**

**Performance Rating    2**

- 4.1a    There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys).

The principal has implemented some initiatives (e.g., entry doors are secured and monitored, cameras, assignment of staff to designated areas) to provide a safe and secure environment for students and staff. The principal has not ensured supervision of parent drop-off and pick-up. The principal has developed building cleaning and maintenance check lists for custodial staff; however, he has not ensured all areas (e.g., stairwells, entrances, restrooms) are addressed. District leadership developed the District Emergency Response Plan and has provided staff members with emergency procedures flip charts. The school council has adopted Discipline and Classroom Management, policy. The principal has publicized student emergency procedures, district code of acceptable behavior, behavioral and academic expectations, dress code, attendance policy and grievance procedures in the student handbook. The student handbook is available in hard copy and on the Web site. Parents and students are required to sign and return the acknowledgment page of the document. Students and parents expressed some concerns of discipline fairness and bullying issues. The 2011-2012 school council has adopted Protection of Instructional Time policy with defined procedures (e.g., instruction will begin immediately after the tardy bell, no announcements during class time, the principal will monitor for successful implementation) to restrict interruptions to teaching and learning. The principal has not ensured bell-to-bell instruction in all classes. School leadership reviewed Teaching Empowering Leading and Learning survey data to identify strengths and weaknesses. The principal disseminates information and receives stakeholder input and perceptions on the learning environment through periodic Principal's Student Advisory Council and Principal's Community Advisory Council meetings.

- 4.1b    Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

The principal articulates a commitment of high expectations for all students regularly through weekly newsletters, professional learning community agendas, weekly walkthroughs and guided planning sessions. The principal reviews the Caverna High School Teacher Expectations check list at the beginning of the school year and requires teachers to sign acknowledging the expectations (e.g., timely parent contact, mentoring, update grades weekly). The principal meets with the Principal's Community Advisory Council

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**Standard 4**                      **School Culture**

**Performance Rating    2**

to build ownership for student success. School leadership provides programs and opportunities (e.g., parent teacher conferences, College and Career Fair, Rotary Club presentations) for conversations with families and community members regarding student academic expectations. The principal makes use of professional learning communities and guided planning sessions as opportunities for modeling effective instructional strategies to build teacher capacity. The principal has not ensured guided planning strategies result in rigorous and engaged classroom instruction. The principal has not ensured all staff members are able to identify the goals of the School Improvement Grant or have accepted their responsibilities for ensuring continuous improvement in student achievement.

- 4.1c Teachers hold high expectations for all students academically and behaviorally and this is evidenced in their practice.

The principal regularly engages some non-teaching staff in informal (e.g., conversations, job responsibilities discussions) and formal (e.g., school council committee membership, leadership team) decision-making opportunities; however, the principal has not ensured all school council committees are functioning with fidelity and purpose. The principal has not implemented an intentional process to engage all teaching and non-teaching staff in decision making regarding teaching and learning.

- 4.1f The school intentionally assigns staff to maximize opportunities for ALL students to have access to the staff's instructional strengths.

The school council adopted Staff Time Assignment and Student Assignment policies. The counselor and other school leadership align the master schedule to meet student course needs. School leadership restructured the master schedule to provide intervention classes for students not reaching benchmarks. Students are pulled from related arts and elective courses for interventions in math and reading. Students may re-enter an elective course when benchmarks are met. The principal and school leadership are using data to revise class scheduling and elective offerings for next year to meet the learning needs of students.

- 4.1k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

The principal and leadership team have provided school-wide professional

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**Standard 4**                      **School Culture**

**Performance Rating    2**

development opportunities (e.g., bullying prevention training, Thoughtful Education, Harry Wong) to enhance teacher sensitivity to barriers (e.g., physical, cultural, socio-economic) to learning. School leadership has implemented regular Pride Time mentoring and Thoughtful Education strategies to begin building relationships between teachers and students. Most teachers are not incorporating these trainings and strategies into daily classroom practices. The district nurse and Youth Services Center coordinator provide services (e.g., clothing, medical, food) to address barriers to student learning. The principal advertises vacant positions on the KEPS Web site in an effort to recruit highly qualified candidates.

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Summary of recommendations in: **Learning Environment**

**Standard 4**      **School Culture**

The principal should ensure all entrances are monitored especially during student drop-off and pick-up times.

The principal and leadership staff should monitor the facility to ensure cleanliness.

The principal should ensure all teaching and non-teaching staff members are provided opportunities to actively engage in decision making that builds ownership for student achievement. The principal should seek input of staff members in discussions pertaining to their roles and responsibilities.

The principal should monitor for implementation of all initiatives from the teacher expectations checklist to ensure bell to bell, rigorous and engaging instruction. The principal should ensure cultural responsive teaching strategies are seamlessly embedded and student centered.

The principal should ensure the Principal's Student Advisory Committee and Principal's Community Advisory Committee meet regularly and purposely to build partnerships in student achievement.

Resources:

Inside the Black Box of High Performing High Poverty Schools, Lexington, KY:Prichard Committee for Academic Excellence.

Transforming School Culture, Overcoming Staff Division, Anthony Muhammad,

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Summary Findings in: **Learning Environment**

**Standard 5**                      **Student, Family and Community Support**

**Findings For This Standard Are Based On:**

Review of civic group programs/agenda, classroom displays, community involvement programs, curriculum maps, examples of school to home communications, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Individual Learning Plans, list of co-curricular offerings, master school schedule, policies and procedures on access to student records, professional development records, roster of teaching assignments, school communications plan, school council policies and bylaws, school newsletter, school Web pages, student academic records, student handbook, student work, Walkthrough observation data, Teaching Empowering Leading Learning Survey, 30-60-90 day plan, School Improvement Grant, Infinite Campus Reports, Missing Piece to the Proficiency Puzzle and High School Teachers Expectations document

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, community members, counselor, district leadership, Family Resource/Youth Services Center personnel, parents, principal, school nurse, students and teachers

Observations of cafeteria, classrooms, computer lab and hallways

**Performance Rating    3**

- 5.1a Families and the community are active partners in the educational process and work together with the school district staff to promote programs and services for all students.

The school council has adopted Committee Participation policy. The principal has recruited parents to serve on committees but has not been successful in ensuring parent attendance for committee meetings. The principal and leadership team have implemented a mentoring program (Pride Time) to ensure each child has an adult advocate to support students' academic progress. The principal has implemented initiatives (e.g., leadership team, Principal's Student Advisory Council, Principal's Community Advisory Council) to solicit input and to collaborate in the decision-making process for the school. The principal and leadership team have developed a communication plan. School leadership shares information through multiple venues (e.g., emailing daily announcements, local newspaper, school newsletter, one call messages). School leadership and students attend city councils and Rotary Club meetings to share information about the school. The principal has implemented Caverna High School Teacher Expectations which includes the requirement that teachers contact parents regarding academic and behavior issues by phone or post card as soon as a problem or success begins. The principal monitors parent-teacher contact logs for regular communication.

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**Standard 5**                      **Student, Family and Community Support**

**Performance Rating    3**

Parents can voice concerns and make suggestions through phone calls, email, parent conferences and participation on school committees. The principal, leadership team and Youth Services Center staff have implemented programs (e.g., Back to School Bash, freshmen orientation, Fall Festival, parent-teacher conferences, Angel Tree, College and Career Fair) to make connections with families. School leadership and Youth Services Center director partner with local agencies (e.g., Barren and Hart County Health Departments, Lifeskills, Salvation Army, Goodwill, area churches) to help meet needs of students and families. The student handbook includes policy and procedures for addressing attendance and truancy issues. Students and parents are required to sign and return the acknowledgement page of the document. The assistant superintendent who serves as District Pupil Personnel and district and school attendance clerks monitor attendance and address issues as needed. School leadership offers credit recovery programs to help reduce dropout rate.

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services).

Teachers use a written referral form when referring students to the school nurse, but most use personal contact (e.g., phone calls, email) when referring students for guidance and Youth Services Center services. School leadership implements an Extended School Services summer program to assist students in credit recovery. Youth Services Center director partners with local agencies to provide services to reduce barriers (e.g., school supplies, clothing, counseling). Caverna High School does not receive Title I funds; however, school improvement grant funds have been used to hire reading and math interventionists to provide additional support for students in mastering standards. The guidance counselor provides various services (e.g., coordinating assessments, scheduling, scholarship applications, individual and small group counseling) to assist students.

- 5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

The principal and records clerk comply with board policy and procedures for the maintenance, security and quality of student records. The guidance counselor stores cumulative records in the guidance office. The records clerk and guidance counselor ensure proper procedures are followed when student records are accessed. The school nurse and district records clerk keep both

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**Performance Rating    3**

Infinite Campus and paper copy records of health services provided. Infinite Campus is used to maintain student attendance, academic, medical and discipline records. Parents have been informed through one call system on how to access their child's records through Infinite Campus parent portal. The principal has implemented Caverna High School Teacher Expectations which requires teachers to post grades in a timely fashion and to update grades every Wednesday in Infinite Campus; however, some teachers are not following this procedure. Teachers develop and update individual learning plans during freshmen seminar and elective classes.



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**Standard 5**                      **Student, Family and Community Support**

**Performance Rating    2**

- 5.1c    The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

The principal has not ensured all teachers are regularly trained to recognize special learning and behavioral needs of students; however, the school psychologist, district special education coordinator and Exceptional Child Education staff assist teachers in following appropriate protocol when referring students for special education screening. The principal has implemented written referral forms to use when referring students to the nurse, but referrals for guidance and Youth Services Center services are made by phone calls or email. Guidance counselor, nurse and Youth Services Center director make referrals for student health and social services. School leadership has not developed a comprehensive plan for addressing the needs of the transient population. The guidance counselor reviews transcripts and Infinite Campus records to identify services and academic placement for students transferring into the school. The principal assigns an adult mentor to support the student's academic needs. Youth Services Center director provides services (e.g., school supplies, clothing) to ensure successful continuation of the educational program.

- 5.1d    Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

The principal and school leadership has not developed an active program for re-engaging students who have been alienated from the school. The alternative program is housed in a classroom within the high school. The alternative program teacher acquires lessons from the regular education teachers which eliminates content and assessment gaps when students are re-engaged into the regular classroom. Teachers from the school conduct the homebound program. The principal provides students opportunities for additional assistance (e.g., pull out reading and math interventions, morning tutoring, transition summer school for eighth grade students not meeting benchmarks in reading and math, Extended School Services summer school credit recovery, Novel Stars credit recovery, ACT prep workshops, summer reading program, Achieve 3000, CompassLearning Odyssey, edmodo) beyond regular classes. School leadership has not always been able to ensure student participation in these programs. School leadership and education recovery staff have implemented programs and strategies (e.g., Thoughtful Education, book study of Ruby Payne's Framework for Understanding Poverty, guided planning for differentiation) to address diverse needs of students. Students have some co-curricular opportunities (e.g.,

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**Standard 5**                    **Student, Family and Community Support**

**Performance Rating    2**

athletics, academic team, Beta Club, band, Future Farmers of America, guitar club) to support areas of interest.

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Summary of recommendations in: **Learning Environment**

**Standard 5**      **Student, Family and Community Support**

The principal and school leadership should monitor programs that have been implemented to assist student learning beyond the regular classroom for quality and impact on student learning. They should develop a plan to ensure student participation in these programs to maximize mastery of standards.

The principal and school leadership should monitor the efficient use of Pride Time to ensure students understand their profile data and to determine if teachers are modeling strategies to assist students in reaching benchmarks for proficiency.

The principal should ensure committees with all stakeholder representation and principal's advisory councils have regularly scheduled meetings in order to contribute to the decision-making process for school improvement.

Resources:

Barr, R. & Parrett, W. (2006). The Kids Left Behind. Bloomington, IN: Solution Tree.

Marzano, R. (2003). What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Learning Environment**

**Standard 6**                      **Professional Growth, Development, and Evaluation**

**Findings For This Standard Are Based On:**

Review of certified personnel evaluation plan and process, district personnel evaluation system and documentation of implementation, individual professional growth plans, job descriptions, master school schedule, professional development records, rubrics, samples of classroom assessments, school council meeting agenda and minutes, school council policies and bylaws, school procedures manual, school Web pages, staff development agenda, state statute and regulation, teacher portfolios, Professional Learning Communities agendas and minutes, School Improvement Grant and 30-60-90 day plan

Interviews with assistant principal, central office staff, classified staff, community members, district leadership, parents, principal, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas, computer lab and hallways

**Performance Rating    3**

- 6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

The principal and leadership team work to promote a culture of high expectations for individual and group professional development. The school leadership facilitates professional learning community meetings to ensure staff members have on-going opportunities to share, learn and reflect on instructional strategies that will positively impact student achievement. Teachers are continuously provided on-going and job-embedded opportunities to enhance their professional practices through district and school training sessions and within the professional learning communities. The principal and district leadership provide release time for teachers to align curriculum to Kentucky state standards and college readiness standards, train teachers for collaboration and to train math and special education teachers to use Math Plus.

- 6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

The principal and leadership team use data from a variety of sources (e.g., Measurement of Academic Progress, ACT, PLAN, student work, classroom observations, student behavior and attendance data) to determine professional development needs. School leadership monitors the impact of previous and current professional development on instructional practices and on student learning through various methods (e.g., walkthrough observations, Western Kentucky University literacy monitoring, peer observations, teacher

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**Standard 6**                      **Professional Growth, Development, and Evaluation**

**Performance Rating    3**

evaluations and feedback) on a regular basis. School leadership provides teachers with feedback through post-observation meetings. The principal and school leadership review multiple forms of staff and student performance data to determine professional development impact as a baseline for planning and allocating resources for future professional development experiences.

6.2a    The school/district provides a clearly defined evaluation process.

The principal ensures that all certified staff members have access to pertinent evaluation documents (i.e., Caverna Independent School District Certified Evaluation Plan, June 2010). The principal explained and discussed the evaluation process and criteria for evaluation with all certified personnel on August 17, 2011.

6.2b    Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

The principal ensures professional development resources are expended on activities directed by the School Improvement Grant, 30-60-90 day plan or on targeted items for growth of teachers identified in their individual professional growth plans. District and school leadership allocates fiscal resources (e.g., Title I Professional Development funds, Carl Perkins funds, School Improvement Grant funds) for the professional growth of certified staff. Professional development funds are available to the high school through the various funding sources, and ample funds are still available for use to address identified growth needs.

6.2c    The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

The principal implements the procedures outlined in the Caverna Independent School District Certified Evaluation Plan. The principal individually collaborates with certified staff members each year to develop the professional growth activities for the school year with staff choosing at least two areas of growth from the Kentucky Teacher Standards document. Most plans show connection to feedback data (e.g., walkthrough observations, formative evaluations, summative evaluations) as well as individually identified areas for growth. However, identified priorities in growth plans have not always had the desired impact on instructional practices. The principal meets up to three times with each staff member individually throughout the school year to discuss and reflect on implementation of the plan and make

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**Performance Rating    3**

appropriate revisions as needed.

- 6.2d Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.

The Caverna Independent School District Evaluation Plan Development Committee, composed of one teacher from each building (i.e., elementary, middle and high), the principals from the middle and elementary schools and the district director of special education, collaborated on June 9, 2010, to develop the current Caverna Independent District Certified Evaluation Plan. The plan was approved by the Kentucky Department of Education and adopted by the local board. The principal fairly and consistently administers the evaluation plan.

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**Standard 6**                      **Professional Growth, Development, and Evaluation**

**Performance Rating    2**

- 6.1a    There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

The principal and leadership team ensure professional development support for the long-term instructional and leadership growth needs of individual staff members. All teachers are required to participate in twenty-four hours of annual professional development. The principal and leadership team ensure all staff participate in professional development activities (e.g., common core standard rollout, Quality Core assessment training, literacy, use of data to drive instruction, book studies) during the 2011-2012 school year. Some staff members attend additional professional development to update content training. Professional development is delivered prior to the school year, during designated days throughout the school year and embedded into weekly professional learning community meetings. The principal and leadership team provide few professional development opportunities that enhance the leadership skills (e.g., collaboration, problem-solving, consensus building) for all staff members and other appropriate stakeholders. Classified staff members participate in appropriate professional development training based on their job responsibilities.

- 6.1b    The school has an intentional plan for building instructional capacity through on-going professional development.

The principal and leadership team collaborate to plan and build instructional capacity through ongoing professional development (e.g., curriculum, instructional practice, classroom assessment, behavior management, culture barriers). The council adopted a professional development policy on June 30, 2011, outlining procedures to guide professional development planning. The council has established a professional development committee charged with assisting the principal in the development and implementation of a professional development plan. The principal and the leadership team do not formally collaborate with this committee to formulate a plan to build competence in the instructional staff. The principal and the leadership team plan professional development on a yearly basis and continuously make adjustments based on needs (e.g., walkthrough observations, professional growth plans, formative and summative evaluations). The professional development plan provides job-embedded opportunities to build on the previous plan to foster continuous growth and to build instructional capacity. Professional development is intentionally focused on a common goal of improving instructional capacity to result in increased learning for all students.



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**Standard 6**                      **Professional Growth, Development, and Evaluation**

**Performance Rating    2**

- 6.1c    Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

The principal has ensured professional development priorities are aligned with the school improvement goals identified in the School Improvement Grant, 30-60-90 day plan, individual professional growth goals, and feedback from evaluations and conferences. The principal and the leadership team regularly monitor and provide feedback to teachers regarding their implementation of skills learned during professional development. The principal implements strategies to ensure teachers alter classroom practices to meet student learning needs; however, some teachers are not yet demonstrating a commitment to using the research-based, rigorous and differentiated instructional strategies proven to engage students in high levels of learning. The principal has not ensured there are well-defined professional learning community processes and protocols to monitor the implementation and effectiveness of classroom practices.

- 6.2f    Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

The principal follows procedures outlined in the district certified evaluation plan and evaluates all certified staff according to designated timelines and provides meaningful feedback at timely intervals. The principal provides support to certified staff for the implementation of their individual professional growth plans through the availability of professional development opportunities tied to research-based instructional strategies outlined in the School Improvement Grant. The principal does not consistently hold all teachers accountable for implementation of practices necessary to improve teaching and learning.

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Summary of recommendations in: **Learning Environment**

**Standard 6**      **Professional Growth, Development, and Evaluation**

The principal and the leadership team should develop a sense of urgency among school and district administrators to collaboratively implement tools included in the Caverna Independent School District Certified Evaluation Plan.

The principal should hold all teachers accountable for delivery of research-based, rigorous and differentiated instructional strategies on which they have been trained. The principal and teachers should ensure all students are engaged in challenging learning activities every day.

The principal should develop processes and protocols for the professional learning community meetings that will continually analyze student data to inform instructional practices.

Resources:

Killion, J. (2007). *Assessing Impact: Evaluating Staff Development*. Thousand Oaks, CA: Corwin Press, Inc.

Maxwell, J. C. (1998). *The 21 Irrefutable Laws of Leadership*. Maxwell Motivation, Inc. Nashville, TN: Thomas Nelson Publishing.

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Summary Findings in: **Efficiency**

**Standard 7**                      **Leadership**

**Findings For This Standard Are Based On:**

Review of brochures, pamphlets, bulletin boards, exhibits and displays, certified personnel evaluation plan and process, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive school improvement plan, examples of school to home communications, Extended School Services Schedule, faculty meeting agenda, fire marshal reports, master school schedule, newspaper clippings/press releases, samples of student work products, samples of written correspondence to staff/stakeholders, schedule for co-curricular offerings, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, school procedures manual, School Report Card data, school Web pages, school/district safety plan, staff development agenda, student handbook, student work, student/parent/staff handbooks, Leadership Team agenda and minutes, Kentucky Interim Performance Report, No Child Left Behind Report and Professional Learning Community agenda and minutes

Interviews with assistant principal, assistant superintendent(s), district leadership, principal, students, superintendent and teachers

Observations of classrooms, common areas and hallways

**Performance Rating    3**

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

The principal and leadership team engage in ongoing data (e.g., Measures of Academic Progress, CompassLearning Odyssey) analysis to determine student progress, identify struggling students and plan targeted interventions. The principal has embedded weekly professional learning community meetings in the school schedule to support the review of data analysis and to provide a structure for collaborative decision making. The principal and leadership team routinely implement most of the strategies and activities in the School Improvement Grant that were developed using cognitive (e.g., Kentucky Interim Performance Report, PLAN, ACT, No Child Left Behind) and non-cognitive (e.g., graduation rate, attendance, dropout rate, successful transition) data. The principal and leadership team routinely share student performance data with the staff at professional learning community meetings and utilize feedback data (e.g., guided planning, walkthrough observations) to inform instructional practices and initiatives.

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**Performance Rating    3**

- 7.1d    There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into school's plan.

The principal and educational recovery staff routinely disaggregate data (e.g., Kentucky Interim Performance Report, No Child Left Behind Report, Measures of Academic Progress, PLAN, ACT) to determine learning gaps in student achievement. The principal and educational recovery staff share the disaggregated data with teachers at professional learning community meetings. The principal ensures professional learning communities meet regularly to review student performance data to identify student achievement deficiencies, determine interventions and assess individual academic needs of students. The educational recovery staff maintains assessment results on a school data board, tracks individual student progress and routinely shares assessment results with teachers and individual students. The principal and leadership team utilized data (e.g., No Child Left Behind Report, Measures of Academic Progress) in the 30-60-90 Day plan for school improvement.

- 7.1e    Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.

The principal ensures all faculty members have access to state and district curriculum and assessment documents (e.g., Kentucky Core Content for Assessment 4.1, Kentucky Core Academic Standards, curriculum and pacing guides, Quality Core Standards). The principal and educational recovery staff provide data management and analysis as well as resource assistance and training for teachers. The principal or educational recovery staff members meet individually with each teacher on a weekly basis in guided planning sessions to offer input and feedback on instructional planning and assessment. The principal, leadership team and Green River Regional Educational Cooperative have provided professional development opportunities (e.g., Measures of Academic Progress data analysis, Quality Core Standards, End of Course Assessments) to assist teachers in varying instructional strategies and assessment expectations.

- 7.1f    Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

The 2010-2011 school council adopted Protection of Instructional Time policy

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and the principal has implemented procedures (e.g., limited announcements, no phone calls to classes during instructional time, bell-to-bell instruction expectation) to minimize disruptions to the instructional day. The principal and leadership team conduct daily walkthrough observations to monitor classroom instructional practices. The principal or a member of the educational recovery staff meet weekly with each teacher during guided planning sessions to provide input and feedback on instructional planning. The principal designates regular professional learning community meetings for teachers to collaborate on instructional, curricular and assessment issues. The principal and school leadership frequently utilize the use of meeting agendas (e.g., professional learning communities, leadership team, Principal's Student Advisory Council, Principal's Community Advisory Council) and minutes to ensure a consistent focus on instructional and curricular issues.

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

The principal and leadership team implement the School Improvement Grant and the 30-60-90 Day plan that has identified two big rocks priority needs (i.e., culture, curriculum-instruction). The principal allocates most resources (e.g., human, physical, time) according to goals and activities outlined in the 30-60-90 day plan and the School Improvement Grant. The principal does not always ensure that fiscal resources are connected to school improvement plans. The principal and leadership team provide support initiatives (e.g., professional learning communities, walkthrough observations) to monitor student performance data and the instructional climate. The principal and leadership team implement initiatives (e.g., targeted interventions, credit recovery, Pride Time mentoring, tutoring) to provide support and address needs of struggling students. The principal collaborates with the district nurse and Youth Services Center staff to provide basic services (e.g., food, clothing, medical) to remove barriers for students.

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

School leadership has adopted the Caverna Independent Schools District Code of Conduct and the Caverna High School Handbook. The previous school council (2010-2011) adopted Discipline and Classroom Management KRS 160.345(2)(1)7 policy. The discipline committee reviews the school's

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discipline policy to determine if revisions need to be made and makes recommendations to the council that are consistent with district, state and federal statutes. The 2010-2011 council adopted Protection of Instructional Time policy and the principal has implemented procedures (e.g., limited announcements, no phone calls to classes during instructional time, bell-to-bell instruction expectation) to minimize disruptions to the instructional day. However, the newly elected council does not always ensured monitoring is focused on full implementation of all council policies. The principal has developed building cleaning and maintenance checklists for custodial staff but has not ensured all areas (e.g., bathrooms, stair wells) are consistently maintained. The principal has implemented some initiatives (e.g., security cameras, monitored and secured entry doors, supervision duties, teachers escort students to and from lunch) to provide a safe learning environment; however, student drop-off and pick-up areas are not always monitored. The principal, leadership team and the assistant superintendent in charge of pupil personnel services provide supervision and support assistance as needed with safety and security issues. The principal has designated the assistant principal to serve as school safety coordinator to monitor the implementation of the district's safety plan. District leadership has provided staff members with emergency procedures flipcharts. The safety coordinator ensures all safety and intruder drills are conducted on a regular basis.

- 7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

The principal routinely engages business and community stakeholder groups in conversations regarding the school's commitment to continuous improvement. The principal has established a Principal's Community Advisory Council and Principal's Student Advisory Council that meet to keep stakeholders and students informed and obtain input and feedback on issues pertaining to student achievement and school improvement goals. The principal attends a variety of community meetings (e.g., city councils, Chambers of Commerce, Rotary Club, Lions' Club) and local churches to promote high school initiatives, recognize student achievements and build school-community partnerships. The principal encourages parent involvement (e.g., participate on council committees, serve as school volunteers, attend parent-teacher conferences) in the school community. The principal promotes the importance of students successes (e.g., meeting college and career readiness benchmarks, Measures of Academic Progress improvements, meeting proficiency goals on Kentucky Core Content Tests) by publically recognizing (e.g., posters with student pictures, recognition announcements,

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**Performance Rating    3**

newspaper articles) students. The principal has implemented Purple Pride day assemblies that provide an opportunity for various school alumni to make motivational speeches to the students, share their success stories and stress the importance of maintaining Purple Pride. The principal has created an alumni association with a Facebook link to elicit support and provide an opportunity for alumni to stay connected with the high school. The principal utilizes various venues (e.g., newsletters, school marquee, newspaper articles, presentations at community meetings, Principal's Community Advisory Council meetings) to communicate with stakeholder groups. The principal articulates a commitment to create a positive school culture and shift student and stakeholder student performance expectations from mediocrity and complacency to excellence. The principal has implemented initiatives (e.g., teacher expectations checklist, weekly walkthrough observations, weekly professional learning community meetings, weekly guided planning sessions, professional growth conferences) to provide support for professional staff development and to monitor instructional practices. The principal efficiently utilizes available human and physical resources (e.g., intervention teachers, school administrative manager, school space). The principal does not intentionally build leadership capacity by providing opportunities for the teaching staff to take part in leadership and decision-making activities to support higher student achievement.



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**Performance Rating    2**

7.1a    Leadership has developed and sustained a shared vision.

The principal developed the school's current vision statement, "Proficiency is a Goal...Excellence is an Expectation" in the 2010-2011 school year and shared it with the leadership team for their input. The school's mission statement, "The staff of Caverna High School is committed to creating a progressive academic foundation that encourages students to dream and prepares them to succeed" was adopted in August, 2006. The mission and vision statements are visible in various venues (e.g., school lobby, hallways, Web page, student agenda books, handbooks, newsletters). The principal articulates his goal for the high school to be a top ten percent school in the state. The principal and school leadership have not led all stakeholders in a process to develop goals or belief statements for the school.

7.1i    Leadership provides a process for the development and the implementation of council policy based on anticipated needs.

The 2010-2011 council adopted all required council policies and by laws but the current council and principal have not ensured all adopted policies (e.g., Committee Participation, Budget, Curriculum) have been fully implemented. The Kentucky Department of Education completed a review of council policies in February, 2012 and made suggestions for revisions. The council is currently in the process of reviewing and updating some council policies.

7.1j    There is evidence that the SBDM council has an intentional focus on student academic performance.

The previous school council (2010-2011) adopted all required and some best practice council policies (e.g., Protection of Instructional Time, Selecting a Principal). The council utilizes a standard agenda format that frequently includes a line item for student progress data review under new business. The principal and current council have not ensured that council minutes consistently indicate what student progress data was reviewed along with an explanation of data results. The newly elected (2011-2012) council does not embrace, intentionally support, purposefully focus on and monitor for full implementation of adopted policies. The current school council does not always ensure an intentional focus on academic performance and school improvement goals identified in the 30-60-90 Day plan and the School Improvement Grant. The principal shares school improvement plans with the board. The school council has limited input in school improvement planning.

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**Performance Rating    1**

7.1c    There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.

The principal's individual professional growth plan is developed around Interstate School Leaders Licensure Consortium standards and includes goals to effectively use these standards to comply with the board approved employee evaluation process. The principal collaboratively developed his growth plan with the superintendent and selected standards one, two, three and four to target as areas for improvement that will support increased student achievement. The principal's plan was reviewed by the superintendent in March 2012, and formal feedback and specific performance target goals were provided. The principal's plan has some direct links to increased student achievement, goals of the 30-60-90 Day plan and the School Improvement Grant. The principal meets informally with school administrators to define areas of professional responsibility and to discuss areas of needed growth that will enhance their personal and professional leadership skills. The principal has not developed professional growth plans with school administrators.

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The principal should comply with the district personnel evaluation policy and develop professional growth plans with all school administrators that will enhance leadership skills and promote student achievement.

The principal should ensure all adopted council policies are fully implemented.

The principal should actively engage the school council in the school improvement planning process. The principal should ensure council members routinely monitor the implementation and impact of improvement plan strategies and activities to determine if identified goals and objectives have been achieved.

The school council should include a standing item on council agendas for academic achievement and ensure council minutes include an explanation of the specific student progress data that was discussed or reviewed at the council meeting. The principal, as chair of the council, should lead this discussion.

The principal should intentionally build leadership capacity by providing opportunities for the teaching and non-teaching staff to be actively involved in areas of leadership and decision-making.

Resources:

Leaders of Learning, How District, School and Classroom Leaders Improve Students Achievement, DuFour and Marzano,

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**Standard 8**                      **School Organization and Fiscal Resources**

**Findings For This Standard Are Based On:**

Review of brochures, pamphlets, categorical program financial reports, committee meeting minutes and agenda, committee rosters, district budget and allocations, district technology plan, facility inspection reports, facility work orders, field trip records, Implementation and Impact Checks, individual professional growth plans, master school schedule, needs assessment data, newspaper clippings/press releases, professional resource materials, school budget and allocations, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, school procedures manual, School Report Card data, school Web pages, state statute and regulation, student handbook, student/teacher ratio, Kentucky Interim Performance Report, No Child Left Behind Report and Teaching Empowering Leading and Learning Survey

Interviews with central office staff, classified staff, district leadership, parents, principal, school council members, students, teachers and district classified staff

Observations of cafeteria, classrooms, common areas, computer lab, hallways and media center

**Performance Rating    3**

- 8.1c    The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

The 2010-2011 school council adopted Staff Time Assignment and Student Assignment policies, and the principal has implemented procedures to assign staff and students based on the learning needs of the students. The principal collaborates with the school counselor to implement a master schedule that provides sufficient core content courses for all students to meet student achievement goals. The counselor conducts pre-registration to provide students some choice in desired electives. The principal and counselor ensure all special needs students receive the most appropriate placement in compliance with individual education plans and recommended instructional modifications and accommodations. The principal uses analysis of some student achievement data (e.g., Kentucky Interim Performance, No Child Left Behind, Measures of Academic Progress, ACT, PLAN) to reassign instructional and non-instructional staff when necessary to best match staff strengths and student instructional needs.

- 8.1d    There is evidence that the staff makes efficient use of instructional time to maximize student learning.

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**Performance Rating    3**

The 2010-2011 school council adopted Discipline and Classroom Management policy and the principal implemented the Caverna Independent Schools District Code of Conduct and the Caverna High School Handbook for guiding acceptable student behavior and discipline. The principal and assistant principal follow a tiered approach to disciplinary matters as outlined in the school handbook. The superintendent approved the school council recommendation to reinstate the district alternative school into the high school setting to provide interventions for discipline problems which may impede classroom instruction. The school council adopted a Protection of Instructional Time policy and the principal implemented procedures to limit student announcements and rewards or punishments during instruction time. School leadership and staff are assigned the responsibility of monitoring the hallways, restrooms and commons areas during class changes to ensure instruction time is not lost due to classroom transitions. The principal and leadership team conduct weekly, individual guided planning sessions with all teachers. The principal and school leadership conduct walkthrough observations during the first and last 15 minutes of class to monitor individual classroom practices. The principal articulates the expectation that teachers will teach from bell to bell, but this practice is not followed by all teachers.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

The principal implemented a master schedule for the 2011-2012 school year that provides opportunities for some common planning time during the school day in the social studies core content area. Teachers in other core content areas have limited time for common planning across grade levels and content areas. The principal uses resources provided through the School Improvement Grant for extending the school day to provide time for teachers to work together up to three hours per week in professional learning communities dealing with school wide issues (e.g., culture, student behaviors, interventions, teaching strategies). The principal and leadership team followed school council policy guidelines in proposing a new schedule for the 2012-2013 school year. The school council approved the master schedule for the next school year which provides for common planning for each core content area. The principal has ensured collaboration and resource special education teachers are assigned to a common core area and have the opportunity for planning with core content teachers for the next school year.

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**Performance Rating**    **3**

8.2d    State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

The principal allocates all federal and state program funds in compliance with board policies and state statutes. School leadership analyzes multiple sources of data (e.g., Measures of Academic Progress, CompassLearning, Achieve 3000, ACT, PLAN, targeted walkthrough observations) to monitor the impact of categorical programs on student achievement and classroom practices. The principal and school leadership integrate federal and state categorical program funds to maximize impact on student achievement and classroom practices (e.g., Extended School Services, professional development activities with School Improvement Grant funds).

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**Performance Rating    2**

- 8.1a    There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

The 2010-2011 school council adopted Committee Participation policy. The council policy identifies committee membership roles, procedures for electing chairperson, developing calendars and agendas and submitting minutes to the council. The principal and current council have not ensured all committees are in compliance with council policy and that representatives from all stakeholders groups have a voice in decisions involving teaching and learning. The principal makes most proposals and decisions concerning resource allocations (human, time, fiscal, physical) with input from the school leadership team. The principal and some members of the school leadership team (e.g., assistant principal, counselor, educational recovery staff) monitors the impact of most resources on student achievement and classroom practices through timely analysis of student achievement data, walkthrough observation data, guided planning sessions and frequent professional growth plan conferences. The principal is active in securing business and community partnerships, grant writing and encouraging grant writing by the staff to supplement school resources.

- 8.1f    The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

The principal and school council make staffing decisions based on the district staffing policy which provides optimal time for instruction in content areas. The principal does not always provide extended learning and flex time for all courses. The principal has implemented an intervention plan that provides an extra period of instruction in math and reading for those students not meeting student achievement goals. The master schedule provides opportunities for dual credit courses and technology-based instruction in higher-level courses (e.g., calculus). The principal requires teachers to provide tutoring sessions before school to extend instruction for students wanting additional assistance. All teachers are not complying with this expectation.



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**Performance Rating    1**

- 8.2a    The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.

The previous school council adopted a clearly defined policy to guide the allocation and use of all fiscal resources which complies with board policy and state statute. The present council (2012) does not always collaborate with the principal in implementation of procedures to ensure all funds are allocated in a consistent, equitable manner and are connected to the school's improvement goals addressed in the 30-60-90 day plan and the School Improvement Grant. The principal makes most budget decisions based on budgets from previous years. The Budget-Finance Committee is not involved in developing the school council budget for section 6 allocations. The school council secretary meets with the Budget-Finance Committee to share decisions for school council allocations and school activity budgets. The principal has not communicated to the teaching staff clear guidelines for requesting additional classroom resources. The principal does not conduct formal needs assessments and makes most decisions based on oral requests. He does not intentionally connect requests to the school improvement plans.

- 8.2b    The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

The 2010-2011 school council policy for budget planning includes procedures requiring school council to conduct a formal needs assessment involving representatives from all stakeholder groups. However, the current council does not routinely collaborate with the principal to conduct a formal needs assessment to ensure all planning and budget decisions are allocated in an equitable manner in compliance with board policy and school council policy. The budget policy provides for distribution of discretionary funds with equitable access and fiscal year decision-making opportunities for teachers in allocating fiscal resources.

- 8.2c    School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

The principal is not in compliance with board and school council policy that states all resource allocations shall be based on identified needs connected

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**Performance Rating**    **1**

to school improvement goals. The current (2011-2012) school council and principal do not conduct formal needs assessments to guide funding requests. The principal makes most budgeting decisions based on oral requests from teachers which do not ensure resources are allocated in an equitable manner. The school council and teaching staff have limited input in the budgeting decisions. The principal presents the budget to the school council for review and approval before it is submitted to the board for approval. The council reviews quarterly reports showing the current status of each budget item.

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The principal should ensure all organizational structures (i.e., human, time, fiscal and physical) are in full compliance with board and school council policies. The principal should establish a school climate that supports a fully-functioning committee structure that seeks input from representatives of all stakeholder groups. The committee structure should be an integral part of the decision-making process of the school. The principal should ensure that the work of the committees is in full compliance with school council policy and procedures.

The principal should ensure that all decisions concerning resource allocations are made in full compliance with school council policy. The principal should communicate to teachers clear guidelines that ensure resources are allocated in a fair and equitable manner. The principal and school council should conduct formal needs assessments with input from all teachers. The principal should allocate all resources based on identified needs which are clearly connected to the school improvement goals.

Resources:

Marzano, R. J., Waters, T. & McNulty, B.A. (2005). School Leadership That Works: From Research To Results. Alexandria, VA: Association for Supervision and Curriculum Development.

Norton, M., Scott, N.M. & Kelly, L.K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education.

Plecki, M.L. & Monk, D.H. (2003). School Finance & Teacher Quality: Exploring the Connections. Larchmont, NY: Eye on Education.

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**Standard 9                      Comprehensive and Effective Planning**

**Findings For This Standard Are Based On:**

Review of bulletin boards, exhibits and displays, categorical program financial reports, classroom assessments, classroom displays, comprehensive school improvement plan, curriculum documents, examples of school to home communications, Implementation and Impact Checks, individual professional growth plans, lesson plans/units of study, master school schedule, needs assessment data, newspaper clippings/press releases, report cards/progress reports, roster of teaching assignments, samples of student work products, school calendar with motivational and celebratory events, school event calendar, school mission, belief and vision statements, School Report Card data, school Web pages, student work, student/teacher ratio, teacher portfolios, trophy cases, Kentucky Interim Performance Report, No Child Left Behind Report and Teaching Empowering Leading Learning Survey

Interviews with assistant superintendent(s), classified staff, district leadership, principal, students and teachers

Observations of cafeteria, classrooms, common areas, computer lab, hallways and media center

**Performance Rating    **3****

- 9.2a    There is evidence the school/district planning process involves collecting, managing and analyzing data.

The principal and leadership team collaborate with the educational recovery staff to collect, manage and analyze data from the Measures of Academic Progress assessments for reading and math and from the PLAN, EXPLORE and ACT exams to determine progress towards national benchmarks. School leadership uses classroom assessment data and other assessment data (e.g., Achieve 3000, CompassLearning Odyssey) to determine benchmarks for improvement in reading and math. The analysis of instructional and behavioral data is used in revising the school's 30-60-90 day plan.

- 9.4a    Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

The principal and leadership team uses multiple methods of determining the school's instructional effectiveness. Regularly scheduled instructional walkthroughs incorporating the Characteristics of Highly Effective Teaching and Learning are conducted by the leadership team. The leadership team conducts post conferences with the observed teachers to provide observation information and strategies to improve identified areas of weakness. The

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**Standard 9**                    **Comprehensive and Effective Planning**

**Performance Rating    3**

principal and leadership team meet in weekly meetings with teachers to conduct guided planning sessions to discuss lesson plans, student assessments and other topics related to the teachers' units of study and instructional strategies. The principal conducts individual meetings with staff to develop their professional growth plans based on classroom observations, guided planning meeting feedback and School Improvement Grant goals.

- 9.5c    The means for evaluating the effectiveness of the improvement plan are established.

The principal, leadership team and district School Improvement Grant coordinator evaluate the School Improvement Grant to determine implementation of the identified strategies. The Leadership team has ensured a majority of the strategies are fully or partially implemented, however several strategies have yet to be implemented. The educational recovery staff have created a data room to visually represent each student's achievement levels based on Measures of Academic Progress, ACT, EXPLORE and PLAN data. The school leadership team updates other assessment data (e.g., CompassLearning Odyssey, Achieve 3000).

- 9.6b    The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

The principal and school leadership team analyze longitudinal data compiled from the Measures of Academic Progress math and reading assessments at regular intervals (i.e., fall, winter, spring testing cycles) to evaluate the impact of the identified strategies on student learning. The principal and leadership team implemented changes in reading (i.e., from Reading Plus to Achieve 3000) and math interventions (i.e., from Carnegie Math to CompassLearning Odyssey) based on assessment data. The principal and leadership team are using data to revise class scheduling and elective offerings for next year to meet the learning needs of students.

- 9.6c    The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

The principal and leadership team, in conjunction with the educational recovery staff analyze longitudinal Measures of Academic Progress, ACT, PLAN and EXPLORE. Student assessment data. The principal and some leadership team members conduct classroom walkthroughs to evaluate classroom practices throughout the year. The principal and leadership team

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**Standard 9**                      **Comprehensive and Effective Planning**

**Performance Rating    3**

provides verbal feedback to teachers following their observations of professional development focused instructional strategies (e.g., Thoughtful Education, differentiation of instruction) and implementation of the 30-60-90 day plan goals.

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**Standard 9**                      **Comprehensive and Effective Planning**

**Performance Rating    2**

9.6a    The plan is implemented as developed.

The school principal is attempting to implement the School Improvement Grant as written. Several changes have occurred since the plan was first developed during the 2009-2010 school year (e.g. Carnegie Math replaced with CompassLearning Odyssey, Reading Plus replaced with Achieve 3000) but several initiatives are only partially implemented or not implemented at this time. The district School Improvement Grant coordinator is responsible for all amendments to the plan and oversight for all budget purchases. Staff members are familiar with the school's 30-60-90 day plan but not all staff members are familiar with the School Improvement Grant document and their roles in ensuring the grant goals are being met.

9.6d    There is evidence of attempts to sustain the commitment to continuous improvement.

The principal and leadership team have implemented initiatives to recognize students who are meeting Kentucky Core Content Test proficient and distinguished benchmarks, ACT College and Career readiness standards using Council on Post-Secondary Education benchmarks and improvements in reading and math on the Measures of Academic Progress assessment. School leadership displays student pictures and posters throughout the school. Students meeting attendance, behavior and academic success are provided a lunch within the community. The School Administrative Manager provides regular articles to the local media highlighting student achievements. The school leadership team provides Purple Pride t-shirts with the expectation that students display positive behaviors when wearing the shirts. The principal expresses the expectations that staff members are accountable for the school's goals for improvement, but not all teachers have accepted their responsibilities for ensuring continuous improvement in student achievement. The principal has not ensured that all staff members are able to identify the goals of the School Improvement Grant.



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Summary Findings in: **Efficiency**

**Standard 9**                      **Comprehensive and Effective Planning**

**Performance Rating    1**

9.1a    There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

The current principal and leadership team adopted the mission statement developed and approved at the August 7, 2006, school council meeting which states "The staff of Caverna High School is committed to creating a progressive academic foundation that encourages students to dream and prepares them to succeed." The principal did not collaborate with stakeholders in the development of the school's vision statement of "Proficiency is a goal ....Excellence is the Expectation", but the statement was shared with staff and some stakeholders before adopted. The principal has not led his staff or stakeholder group in a process to define the school's goals and belief statements.

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Summary Findings in: **Efficiency**

**Standard 9**                    **Comprehensive and Effective Planning**

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Summary of recommendations in: **Efficiency**

**Standard 9            Comprehensive and Effective Planning**

The principal, in conjunction with stakeholders, should develop belief and goal statements to define the expectations for improving student achievement.

The principal should provide all staff with an overview and access to the School Improvement Grant and 30-60-90 day plans to develop greater staff ownership for the improvement of student learning.

The principal and district staff should include the monitored data in the School Improvement Grant to provide a benchmark to document the progress being made in improving student learning.

Resources:

Boys in Poverty, A Framework for Understanding Dropout, Ruby K. Payne, Paul D. Slocumb, July 2010

Breaking the Poverty Barrier, Changing Student Lives with Passion, Perseverance and Performance, Ricardo LeBlanc-Esparza, William S. Roulston, July 2011

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**Summary of Next Steps:**

The principal and school leadership should intentionally monitor and provide prescriptive feedback to teachers to ensure effective, research-based and rigorous instructional and assessment practices are routinely used in delivering an aligned curriculum. School leadership should ensure teachers challenge students by using a variety of instructional and assessment strategies to embed higher-order thinking and problem-solving skills to engage students in learning. The principal should ensure all staff defines, models, and expects proficient work from all students. School leadership should ensure teachers provide interventions to address the learning deficiencies of struggling students.

The principal should focus the school community in creating a positive student-centered learning environment. The principal should create a process to ensure accountability for all decisions (i.e., human, time, fiscal and physical) are based on what is best for students. The principal should collaborate with district and school staff in defining and providing creative opportunities and avenues for engaging and challenging all students to higher levels of learning. The collaboration should focus on developing partnerships to expand learning opportunities (e.g., enrichment classes, distance learning, co-op, internships). The principal should encourage staff to build enthusiasm for meeting challenges found within the student population. The principal should provide support to staff in removing barriers to learning.

The principal should monitor teacher practices to ensure teachers are implementing recommendations from walkthrough observations and guided planning checklist feedback to provide more effective teaching for all students. The principal should monitor all student services (e.g., tutoring, Extended School Services, Pride Time mentoring) to ensure all teachers are implementing these services with fidelity.

The principal and school council should solicit the expertise and experience from staff, community leaders, students and parents in the refinement of the current 30-60-90 day plan that will bring about academic excellence. The principal and school council should establish clear processes and protocols for all collaborative group work to include committees and professional learning communities. The principal and school council should monitor the work of committees and professional learning communities in reviewing and revising the plan. The principal and school council should collaborate to provide rigorous oversight of the implementation of improvement plans, programs and services for impact on student achievement and school improvement.

The principal should lead the advisory council in providing understanding of and leadership in school turnaround and the components of the transformation model. The advisory council should provide positive communication and support for council policies and state statutes. The principal should expand leadership opportunities for teaching and non-teaching staff. The principal should ensure a strong committee structure is in place. The principal should collaborate with district leadership to implement a leadership team that includes teacher leaders to ensure sustainability of continuous school improvement in preparation for the exit of educational recovery staff.

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**In Conclusion:**

The members of the Caverna High School Leadership Assessment Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Leadership Assessment Team has examined extensive evidence and arrived at the following recommendations:

**Principal Authority:**

The principal does have the ability to lead the intervention and should remain as principal of the school to continue his roles and responsibilities established in KRS 160.345.

**Council Authority:**

School council does not have the ability to lead the intervention and does not have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

A school council shall be retained in an advisory capacity.

The current school council membership shall be replaced by the Commissioner.

I have reviewed the recommendations of the Leadership Assessment Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education:

\_\_\_\_\_ Date: \_\_\_\_\_

I have received the leadership assessment report for Caverna High School.

Principal, Caverna High School

\_\_\_\_\_ Date: \_\_\_\_\_

Superintendent, Caverna Independent Schools

\_\_\_\_\_ Date: \_\_\_\_\_

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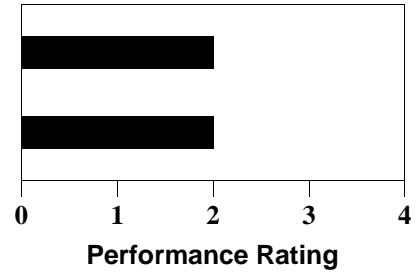
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**1.1 Curriculum**

**Academic Performance**

**1.1d Evidence of vertical communication, intentional focus on key curriculum transition points**

**1.1f Systematic process for monitoring, evaluating and reviewing curriculum**

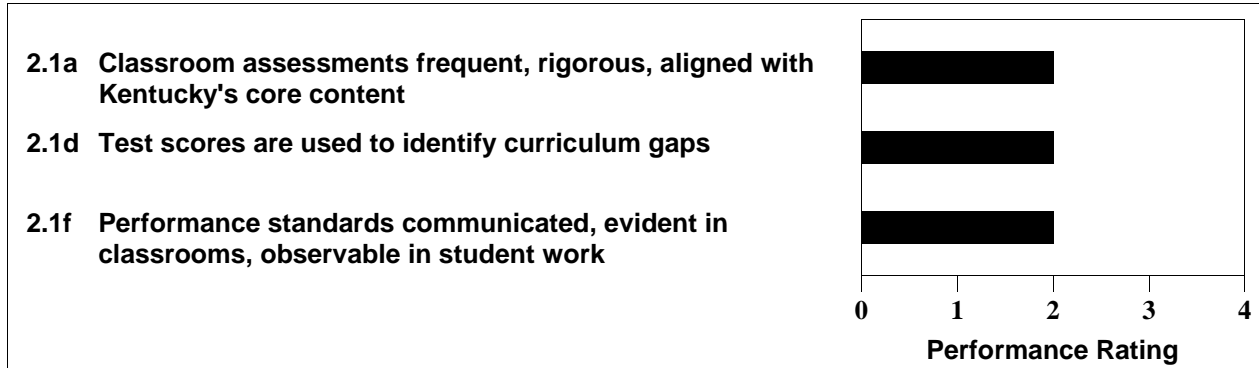


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**2.1 Classroom Evaluation/Assessment**

**Academic Performance**

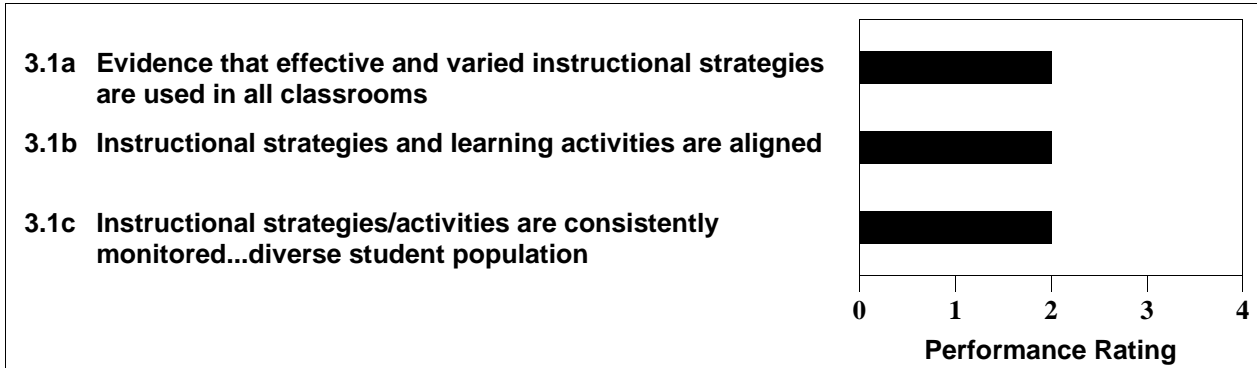


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**3.1 Instruction**

**Academic Performance**





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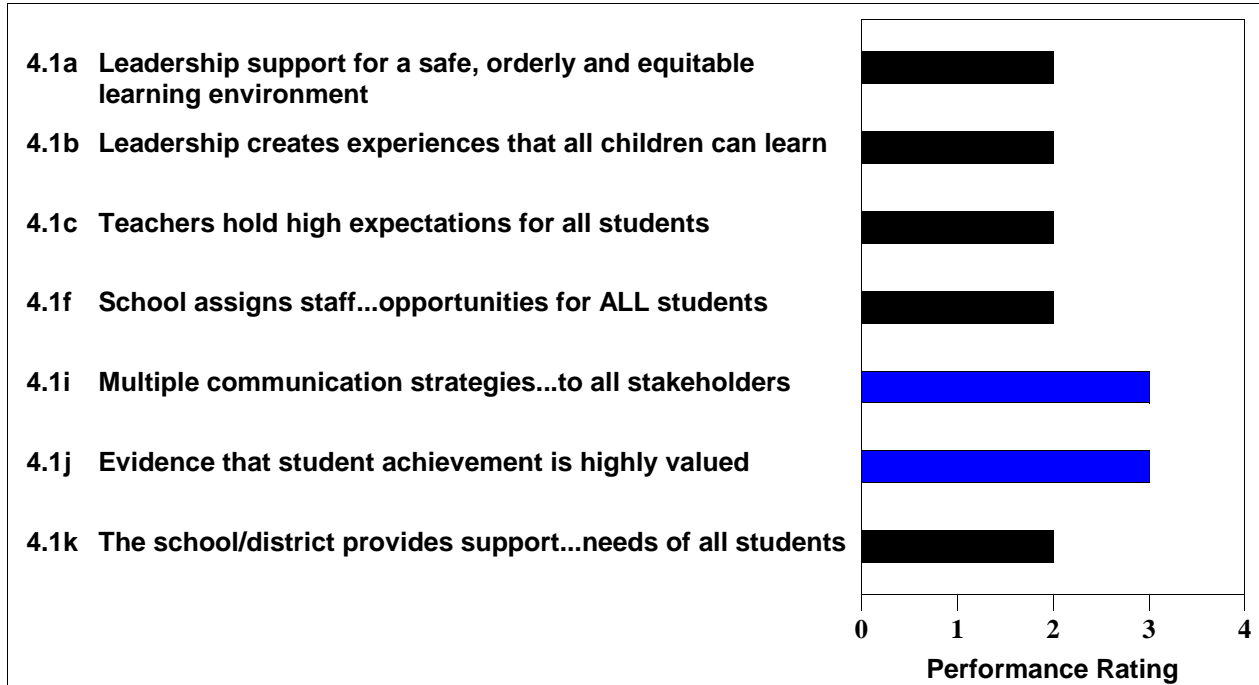
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**4.1 School Culture**

**Learning Environment**

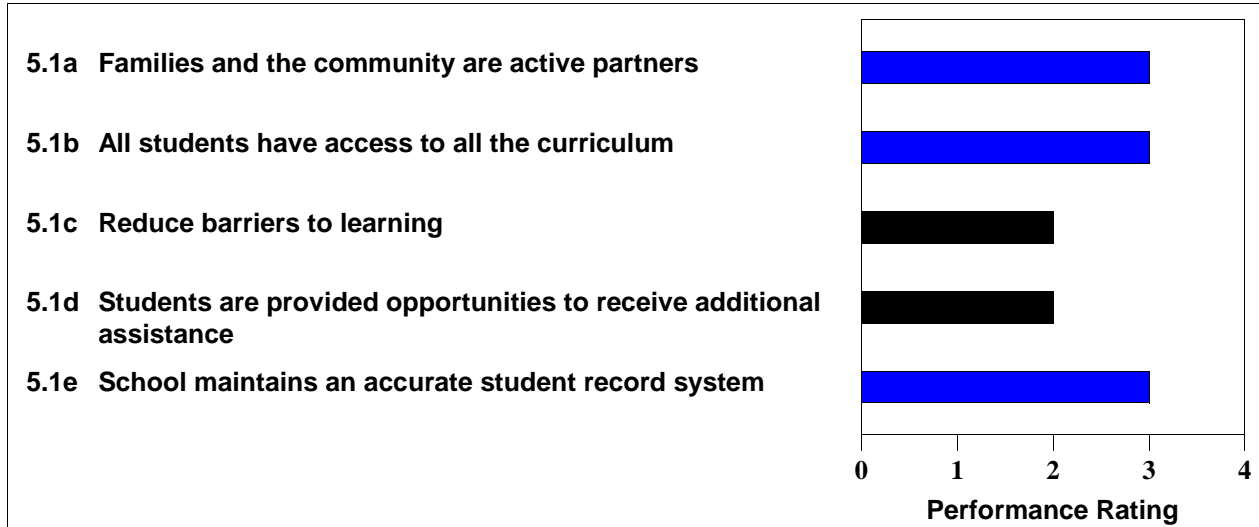


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**5.1 Student, Family and Community Support**

**Learning Environment**

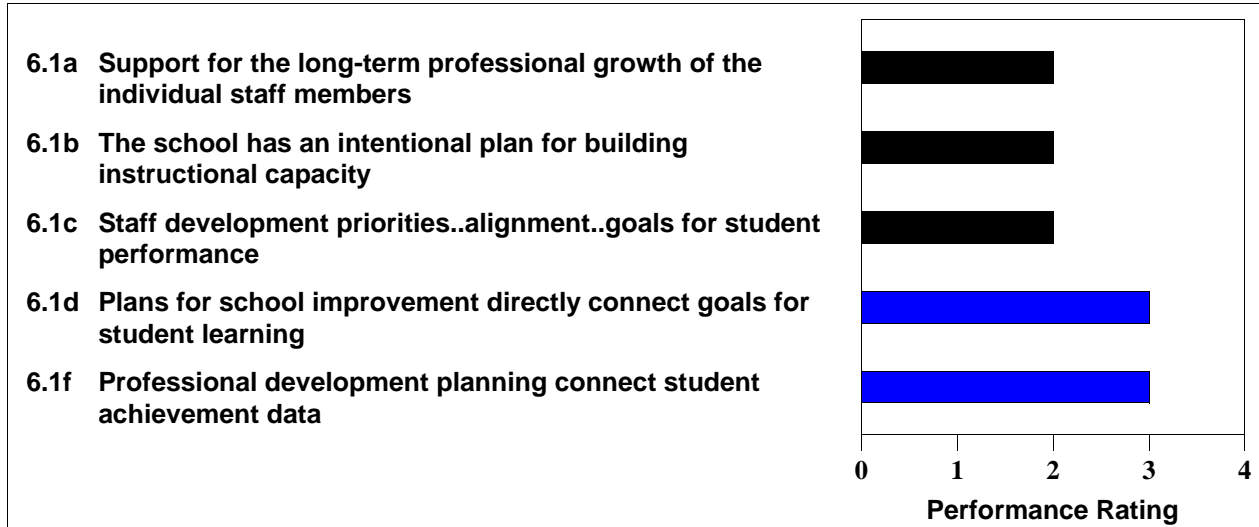


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**6.1 Professional Development**

**Learning Environment**

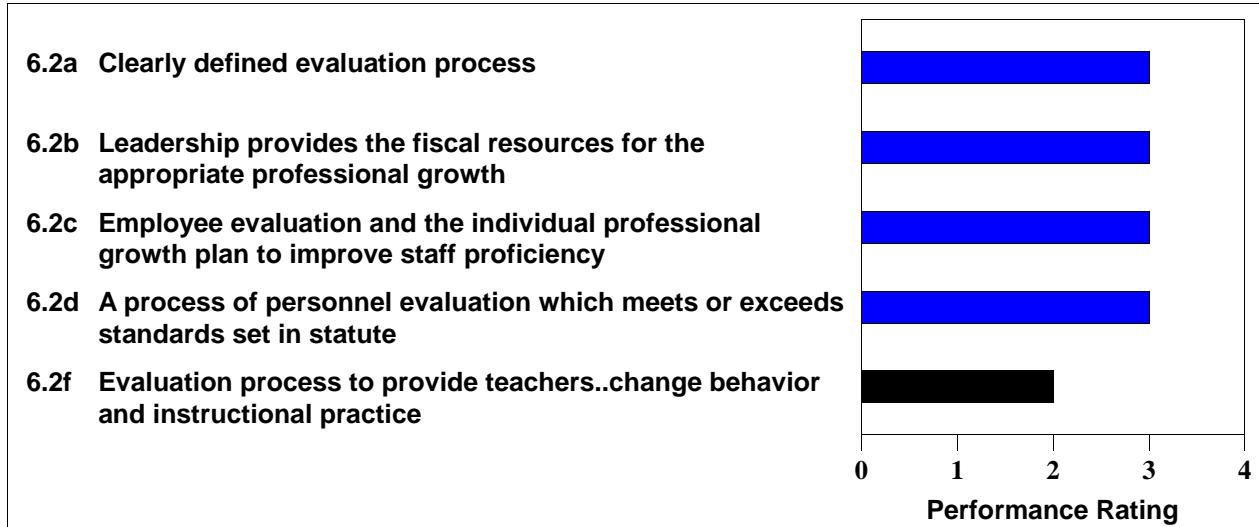


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**6.2 Professional Growth and Evaluation**

**Learning Environment**

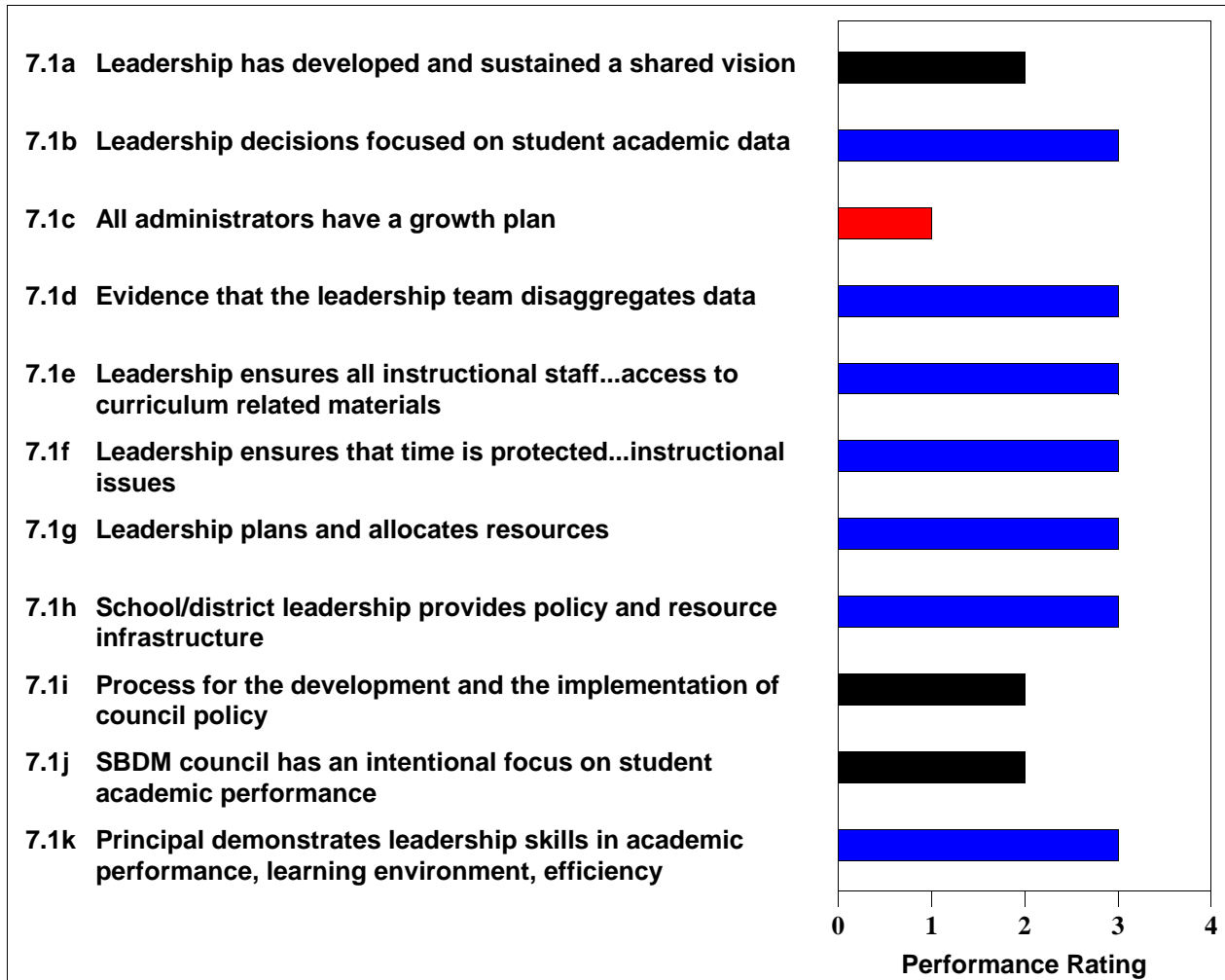


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**7.1 Leadership**

**Efficiency**

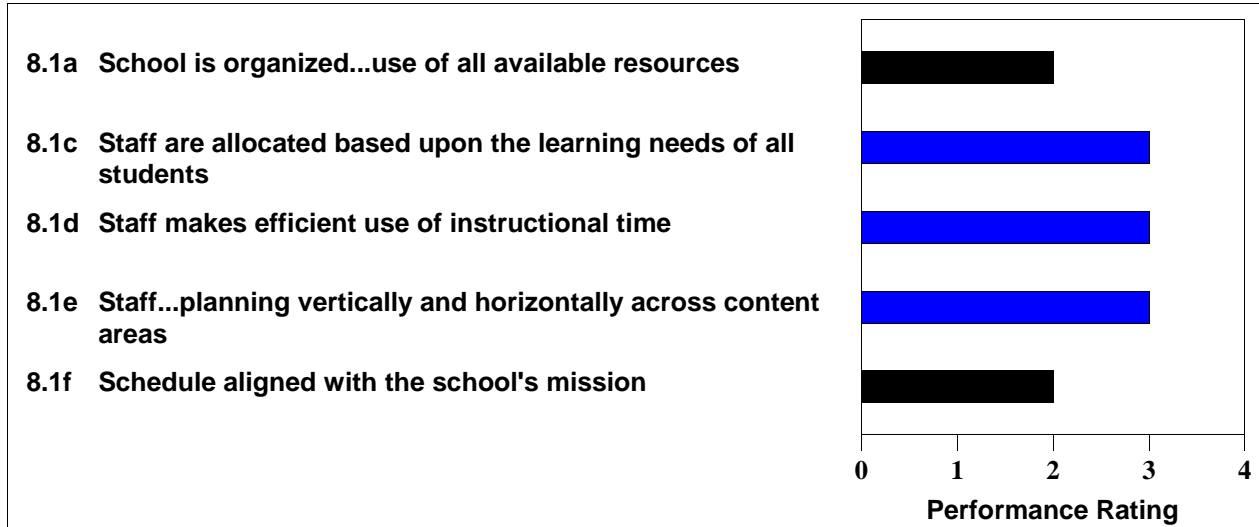


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**8.1 Organization of the School**

**Efficiency**

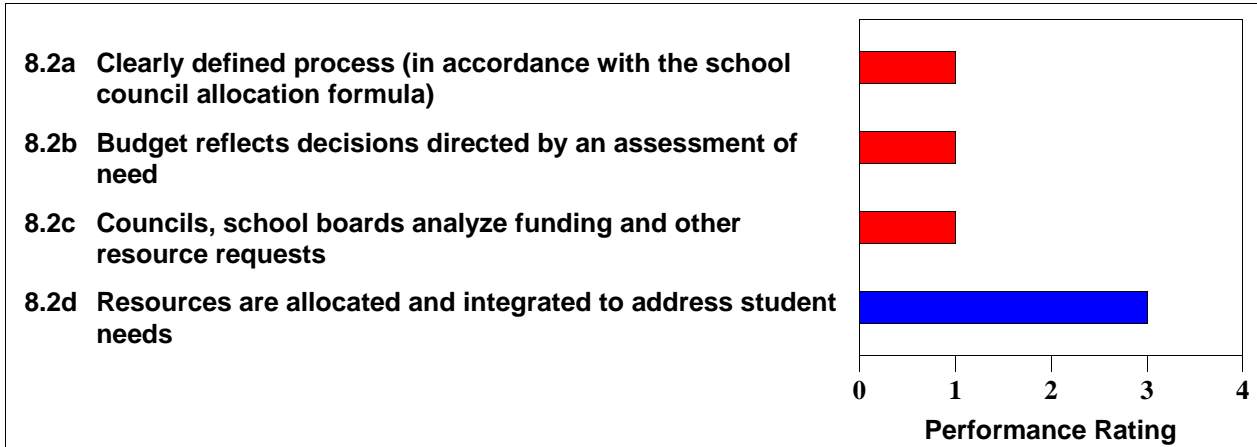


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**8.2 Resource Allocation and Integration**

**Efficiency**



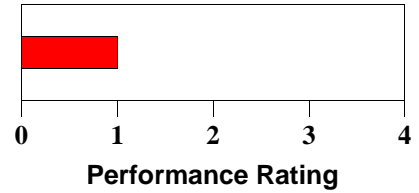
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**9.1 Defining the School Vision, Mission, Beliefs**

**Efficiency**

**9.1a Collaborative process used to develop the vision, beliefs, mission**





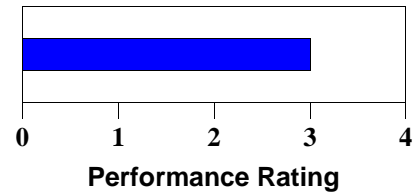
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**9.2 Development of the Profile**

**Efficiency**

**9.2a Planning process involves collecting, managing and analyzing data**



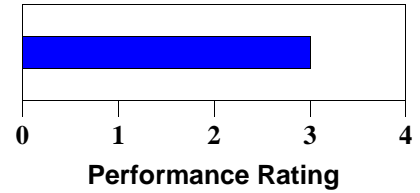
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**9.4 Analyzing Instructional and Organizational Effectiveness**

**Efficiency**

**9.4a Strengths and limitations are identified**



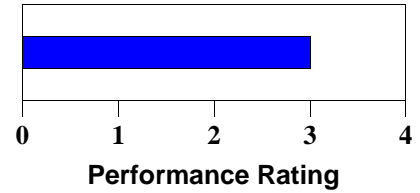
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**9.5 Development of the Improvement Plan**

**Efficiency**

**9.5c Evaluating the effectiveness of improvement plan**



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**9.6 Implementation and Documentation**

**Efficiency**

